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ABSTRACT

A study used discussion, role playing, writing, observation and evaluation to assess students' understanding of humanistic values as experienced in three pieces of dramatic literature. Subjects, a selected group of 14 eleventh-grade students enrolled in a creative and performing arts magnet school in Philadelphia, Pennsylvania, used "Our Town" by Thornton Wilder, "No Exit" by Jean Paul Sartre, and "Cacophony" by Beverly Barnes Kelch to explore their values. Data included interviews, student and teacher logs, discussions, observations, and audio and video taping. Results indicated that the group acquired the properties of Group Dynamics, as described by Lawrence Kohlberg, including: a shared background; a participation pattern in which nearly all students usually contributed and a communication pattern marked by students speaking on any subject suitable for public disclosure; a great deal of growth in group cohesion; a nearly always warm, friendly, and accepting atmosphere; standards (such as "be polite to others"; and significant changes in the patterns of how the students felt about each other. Results also indicated that one student was in stage 1, five students were in stage 2, four students were in stage 4, and three students were in stage 6 of the six stages of moral reasoning developed by Lawrence Kohlberg. (Contains 56 references.) (RS)

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ED 367 007

UNDERSTANDING OF HUMANISTIC VALUES THROUGH DRAMA

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BACKGROUND

"Humanistic", defined:

According to Webster's dictionary, humanistic means "a devotion to human welfare, interest and concern for man (and woman..B.K.), showing a strong interest in people".

Aubrey talks extensively about humanistic teaching:

> Humanistic teaching, then, has its disciplines of thought and feeling. It is not the refuge of the sentimental.
>
> The humanist is not concerned simply with knowledge, however, but with wisdom. And this requires both an awareness of the limits of our established knowledge, with concomitant humility, and a recognition that thought is not possible without sensitivity. It is therefore a function of education to cultivate sensitivity-sensitivity which is broadened and deepened by entering sympathetically into the experience of all kinds of men. Hence the enormous opportunities in teaching literature and the arts.
>
> Now, any study of human behavior involves the consideration of values. Contemporary academic convention favors a detached attitude toward values, in the attempt to avoid indoctrination; and the teacher will sometimes interpret this to mean that he must not express any value judgments all the time: in his insistence on "sound" scholarship, in his disciplinary measures for dealing with plagiarism, in the very selection of what he regards as the important matters to be included in the course, etc.. And even a resolute detachment is itself a value judgment. The problem is usually defined, however, in terms of not imposing his own opinions on the class, and refusing to "do their thinking for them." In this last sense, it seems to me to be good education.2

Of the kinds of values listed, the Social-Ethical definition approximates my definition.

> Social-Ethical Value
> The "good" of social ethics is the fulfillment by groups of persons of social ethical concepts such as group involvement and identity, group decision-making, group improvement. Social-ethical value is establishing group involvement and group decision-making.

We are a group, We are unified, We are together are ideas that represent the social-ethical "good"--they are social-ethical applications of the idea "good" in general.

Specific kinds of statements express social-ethical value: "The union makes its own decisions." "That family acts as a unit." A lack of social-ethical value is indicated by these statements: "They are an oppressed people." "They have not achieved their independence." Many different social-ethical *situations* can be identified--the American colonies in their fight for independence, the development of a nation a s an independent group of people, the continuity of a family group through generations. Some social-ethical *questions*: "Which is the best direction for the group?" "Are we a team?" A value *choice* in this realm is expressed by the question "Should the major goal of the United States be national defense or the rehabilitation of cities?"

In this type of valuing, students are thinking about themselves and others as persons involved with, participating in, and integrated in groups. Students conceptualize themselves and others as being involved in the norms, institutions, roles, goals, and symbols of a system of interacting persons--a group. The more a group fulfills its concept of its own decided-upon institutions, goals, norms, and symbols, the more socially ethical it is. The students consider the group as unique and special--establishing an identity and a unity of its own.

Statement of Topic Investigation

In this study I selected a group of 14 eleventh grade students to expose them to the experience of studying three pieces of dramatic literature: "Our Town" by Thornton Wilder, "No Exit" by Jean Paul Sartre and "Cacophony" by Beverly Barnes Kelch. Other activities such as: discussion, role playing, writing, observation and evaluation were employed to assess their understanding of humanistic values.

Questions that this project sought to answer:

> How might students become more aware of preconceptions that they and other people have about others different from themselves already?
>
> What might students experience in terms of behavior, (mutual respect and the like) in themselves and toward others?
>
> How might these experiences play a part in some of the choices that they'd make in their own lives?

Need For This Study

Through the years that I have taught Drama/Theatre my teaching has reflected a "humanistic" approach enhanced by my personal philosophy, my attendance at Transactional Analysis, Typology and Insight Transformational/Educational Seminars and my certificates in Humanistic Psychology. Furthermore, I feel that it is in keeping with the, mission of CAPA a magnet school designed primarily to aid in desegregation by attracting students interested and talented in the arts. I believe that there is much more to learn in school than lessons; that the school is an opportunity to learn about oneself, oneself in relation to others in one's immediate world and in the expanded world, in general; and through literature and Drama, in particular.

Since the field of Drama is so untapped, I feel that a more conscious approach to the teaching of humanistic values through this subject can be an invaluable resource with far-reaching implications beyond those previously held; that it can reach all, or nearly all, of the students besides the (precious) few who pursue Theatre as a career. Furthermore, it speaks to the NEA agenda of crossing the disciplines of Drama and Writing with an understanding of values/ethics and the opportunity to make choices. It also speaks to "at risk" students, among others, and can deal with issues in the lives of the students, which is a concern of The Department of Education.

There are some others who have written on this or related needs.

Literature that Supports/Illuminates

Hawley is one of these:

> Ultimately, all formal education should be moral education. The school should be a place where the activity of each individual can also be social in character - where the student can develop as an individual and at the same time use his/her powers to further the larger activities of the groups. He should be given opportunities to play many socially useful roles through which he can both expand his awareness of his world and increase his power of empathy. It is the moral responsibility of the teacher to supply every possible aid to this process.21

Heaton speaks of the importance of results of research in teaching:

> These studies are of value in three general ways: (1) they attract attention to matters which need attention, (2) they bring the pupil in touch with significant facts and the opinions of other people with regard to problems which he is already interested, and (3) they give the child direct experience with the process of thinking scientific thinking in the solution of a problem.22

He goes on to speak of Dramatization as a method of teaching:

> Creative dramatics can grow out of a life-situation in such a way that the whole process will follow the general plan of the case-discussion approach. The situation may be suggested by a story or by the daily experience of the pupils. As the children analyze the problem and work out a solution that is "orderly, reasonable, convincing, permitting of no slip-shod thinking and imagining," they should come to a conclusion as to the best way to act in this and similar situations. Sometimes this creative process will be in the nature of the exploratory or research process. They may seek to understand the life of the alien in America, or the typical farmer, or the unskilled laboring man, or the mother of the average high-school girl, in order to write a play that will be a picture of their life. "Will they not be more useful citizens if the school leads them to a tolerant understanding of the people with whom they must live?"

Hawley who writes of the value of role-playing:

> Role playing is so rich with learning opportunities for both the participants and the observers that the level of involvement is unusually high. Different students can center on interests that are particularly germane to them. For instance, one student may be discovering new alternatives in thought and action for a particular

concern; a second student may be learning new approaches to problem-solving; a third may be involved in observing and analyzing the variety of human interactions that are taking place; and fourth may be "stepping into another person's shoes," learning to empathize and thus grow in human understanding and to evaluate the level of information or misinformation present in the class. These findings enable the teacher to set up further learning experiences that will address the interests of students and at the same time provide relevant information.

Alschuler notes that the classroom is a place for racially economically mixed students to develop awareness:

> The development of awareness into the feelings of others is more easily done in a racially and economically mixed classroom, although the classroom climate is crucial in ensuring that this awareness develops. All students need to appreciate that one's feelings are legitimate, that they exist as feelings and cannot be debated. Frequently, interracial communications are characterized by the dominance of whites. Essential to the development of *emp* would be the need for whites to listen. Sometimes in a desegregated classroom students may benefit from discussing in racially homogeneous groups, so that racial/ethnic minorities are not subject to white dominance. This would allow data on racial/ethnic viewpoints to become more clear.1

DESIGN OF THE STUDY

Setting

The school is an H-shaped beige, stone, brick, building situated between 11th and 12th on Catharine Street, Philadelphia. There are five full floors with usable rooms on the ends of the sixth floor separated by a screened-in play area. Because of the existence of an elementary school totally independent of our high school housed under the same roof, there is some accommodation for both schools. The elementary school occupies some of the first, second and third floors; the high school classes filling the remainder of the building with exclusive use of the fourth, fifth and sixth floors.

The elementary students go to recess on the roof, weather permitting, and since they are on a different arriving and departing schedule from the high school, they can be seen and heard in the hallways and bathrooms while the high school is in session. The bathrooms have few, if any, doors on the stalls and there is writing on the walls as well as in the hall walls. Spilled liquids and food remains can often be found in the hallways, which the cleaning staff work hard to maintain.

There are no bells and each school maintains internal class schedules. The CAPA school day is from 8:15 to 2:30. There is no faculty lounge even though there are faculty bathrooms on the second through fifth floors. The faculty tends to go to their class or department and return home, often without mingling with other faculty members. There usually is a faculty gathering for the holidays and at the end of the year.

There are two department heads at CAPA, one for academic teachers and the other for the arts teachers. The arts departments are, for the most part, located together, with the exception of the Drama Department which is located on the third, fifth and sixth floors. This researcher's room is located at one end of the third floor at the opposite end of the TV Drama class. After the retirement in June, 1989 of the principal who had been at the school since

the inception, the vice principal became the acting principal and will remain so until, at least, 1991.

The High School for the Creative and Performing Arts is located in Philadelphia, Pa., one of the top five largest cities in the United States. The district is comprised of a minority population of 67%, which is presently mirrored by the school population. (It was 50/50 at the outset). The school is part of a high school cluster with a high school district superintendent in charge. There are eight sub-districts. CAPA is part of district Two.

CAPA is one of several magnet schools set up to draw students together from various ethnic backgrounds and neighborhoods. After audition, a student can major in Creative Writing, Vocal or Instrumental Music, Dance Visual Arts or Drama, where students are rostered to three periods of their major plus academic subjects.

The present location of the school (from a previous Center City location) is a lower-class neighborhood with public housing less than one block away. The multiracial mix of about 67% minority: Black, Asian, Hispanic, travel by public transportation from some of the richest, middle and poor neighborhoods for the common interest of the creative and performing arts.

Most students consider it a privilege to attend CAPA. Their evaluations of the school have to do with its reputation for talented students who have many opportunities to perform to the family-like atmosphere where teachers are friendly and helpful. One of the greatest assets is the fact that students are friends and, for the most part, get along well regardless of the differences in them. The following quotation written in June, 1990 by CAPA student, Liza Betof captures the essence of "The CAPA Spirit":

> "CAPA is a school of creative minds, bodies and souls. As you walk down the hall, you can see every color in the rainbow of people. It doesn't matter whether or not you're in Drama major or a Vocal major...everyone is friends here. The talent is overwhelming and the desire to absorb knowledge is seen by all. The teachers are friendly and the performance is exceptional. Being at CAPA is a different and interesting experience every day. I wouldn't want to be anywhere else!"

Fortunately, my teaching schedule allowed sufficient time with the chosen research group as they are scheduled from two 45 minute periods four days a week. The fifth day is reserved for writing on the project, allegedly. However, a problem that I encountered was that during this period I was often been called to cover classes in the absence of a substitute teacher. When I explained to the department head that although I did not have a class scheduled to me at that time, that the time, indeed, is essential to the research project. However because of the paucity of substitutes, this problem occasionally continued, even though the department head is now more sensitive to my needs.

Another constraint on my time was the rigorous schedule that I keep of rehearsals, meetings in my personal life. These directing, singing and acting projects for my students as well as myself, plus my roles as parent and wife comprise and exceptionally busy life style which continued throughout this project.

PLAN OF ACTION

Through the use of interviews, student and teacher logs, discussions, observations, audio and video taping the students were exposed to an exploration of their values from real life situations and in role playing situations derived from exposure to selected plays. Some related games and improvisations were used. The selected plays were:

Our Town by Thorton Wilder
No Exit by Jean Paul Sartre
Cacophony by Beverly Barnes Kelch

The study sought ti evaluate such factors as Group Dynamics, and Values Clarification techniques based on Lawrence Kohlberg's "Stages of Moral Development."

Identification of Students

Sue is a medium height, medium brown skinned African American female with round face, full chest which gives her an over-all appearance of being

overweight. Usually soft-spoken, she is a good listener. Seldom volunteers her opinion unless asked, then speaks often in measured words, as if she were holding back on revealing her true thoughts and feelings.

This was substantiated by her journal which indicated that because of her religion, Jehovah's Witness, she held certain views which she felt would make her unpopular with the rest of the group if expressed. She stated that she was not comfortable in the group and her facial expressions usually revealed the same. On several occasions when I spoke with her privately about her feelings I indicated that we would make every effort to foster her participation and feelings of comfort in the group, (which I earnestly believe was done to show respect fro her Point-of-view). Therefore, her feelings of exclusion were self-imposed. This treatment was difficult for the group to grasp at first: that of respecting such divergent points of view in an individual even if we did not agree with it, while including that individual as part of the group. The others soon seemed to go along with it.

Because of her uneasiness usually in the area of verbal expressions of opinion, I often would allow her to "pass" when sharing was done, (a privilege afforded to all students). I also gave her the job of wardrobe mistress rather than cast her in the original play, "Cacophony" which blatantly deals with many controversial issues. She was cooperative in playing games, writing in journals and reading some plays aloud. On two occasions, she went with the class to the theatre to see a Shakespearean production and another on teen pregnancy, (not directly a part of this research project but perhaps an indirect influence on student's values).

Her behavior fostered some resentment in the group because she set herself apart from the group. The students discussed, in her presence, the fact that they felt alienated by her lack of participation, to which she said she regretted their feeling that way but that they would just have to accept her the way she was. She was included in all projects.

My perception is that she holds certain beliefs which she does not want to change and some of the issues raised in this class forced her to examine her beliefs and values, something I don't think she was ready to do.

Vic is medium height, golden-brown haired Caucasian male with an impish smile. His face lights up when he smiles (which is often) and gives the impression he is up to something, (which he often is). A confessed, reformed "bad boy", (He was a substance abuser at one time), Vic has become very dependable and helpful in the class volunteering to move or obtain equipment or tidy up the room. He has quite a "yen" for the ladies and they seem quite attracted to him. His interaction is usually with Ned, Zak, Pam or Roz, some of whom knew him prior to coming to CAPA.

Ann, medium brown haired Caucasian female with a slender body that many in the group seem to admire. She has a tendency to look disinterested with an expression that borders on a sneer. She often shares minimally and appears very selective in the persons she chooses to sit near, who are usually Vic, Zak or Pam. When I requested that everyone make the effort to sit next to a different person she replied, "what difference does it make?" and complied for one day before returning to her pattern. It was this type of resistant behavior that I noticed in her last year, her first year at this school, which made me somewhat reluctant to have her in this group. Yet I decided to include her since I did not just want students who were the most compliant.

Aside from her appearance of detachment, she had a tendency to be sly and dishonest even though I continually stressed honesty in the group. For example, she would ask to go to a teacher's room and then leave the building.

Dealing with Ann has, not only, been a challenge to me as a teacher, but it has been a great learning experience and a test of my own values. Remarkably near the end of the school year I had a long talk with her focusing on my values and expectations in order to honestly deal with students. During that talk we reached a level of understanding and Ann opened up and began to share some intimate details about her life. From that day on she and I seemed to grow in regard and respect for each other, for she is the student in which I experienced the most growth.

Pam, a small-built blonde, blue eyed Caucasian female who relishes in being unique. Her dress usually consists of her grandmother's dresses or those found in a thrift store for under $5.00. Her jewelry and shoes are just as unusual. Her personality is laced with current (and not so current) slang such as "dude; cool; like; wow;" with accompanying gestures. She makes good grades. Her point of view is easily expressed on such things as pro-abortion, saving the environment, world peace and race relations laboring on some misconceptions that she has heard in her home. In fact, one gets the impression that Pa, selects points of view which reap her the most mileage or attention, rather than from a true commitment - a "cause for cause sake" attitude. Her uniqueness can overshadow the fact that she is confused in her values, especially in regard to accepting people different from herself. She seems to view the world in a self-centered way and her values are always in a state of flux. Nonetheless, she certainly added an interesting dynamic to the group.

Ben is a tall, slender, medium brown complexion African American male. He looks and acts quite playful which seems to be very important to him. His behavior takes the form of commenting on other's behavior to another person and making light of others and situations. There is no apparent malicious intent in his behavior but he has admittedly said that he likes to be annoying. That he achieves! He also has a tendency not to look a person in the eye which gives the impression that he is up to something. He seems to have a facade which is a game that he plays at school to keep from showing the "real" Ben, a person that I cannot honestly say that I know. Excellent attendance. Usually on honor roll.

Ned is Caucasian, male, light brown hair, wears glasses. Very energetic - almost jittery - has real trouble staying still: taps on tables, cracks knuckles, nearly always in motion. He is extremely playful, laughing often even when provoked, is given to angry outbursts at times. Poor listener. His writing is usually done sporadically and illegibly without much reflection. His preoccupation, this year, (he was a 90-lb. weakling in the first two years) has been girls that he talks about and jokes about constantly to the other boys in the group. Since he has Been lifting weights he usually wears clothes that

will show off his new found muscles and his tapered, modern hair cut. He considers himself very macho. Excellent attendance; average grades. His main talent is in technical theatre. In spite of his playfulness he has grown in maturation along with his physicality. He contributed little in terms of reflective sharing, either oral or written, yet he was found to be very loyal and dependable and was always ready to assist in doing things of a physical nature.

Zak, a slender, dark-haired Caucasian male with constantly rosy cheeks and quick smile. His nervous habit of biting his lower lip keeps his lips chapped. He has great difficulty keeping his hands and mind off girls, most of whom find him attractive. He usually does the minimum in class as if he just wants to "get by". Has poor attendance, some of which is health related but mostly a lack of initiative and interest in school. He seems to value more "being discovered" as a model, something he is actively pursuing. Though I am quite fond of Zak, I find his attendance a constant source of irritation and even action from the attendance office has not rendered an improvement in his behavior. He is on academic probation and will probably return to his neighborhood school next year. His commitment to school, in general and his to the project in particular seemed to have a very low priority.

Tif, an identical twin, is somewhat plump, light brown skinned African American female with a round face and ready smile or occasionally an uncontrollable giggle. Articulate and verbal, she appears quite mature with insights that sound like those from an authority figure, (a mother?). She often expressed concern about Sue's lack of participation on religious grounds. Even after an explanation of respecting people's rights in regard to participation, Tif still seemed to resent Sue's behavior. A good organizer, she could handle a situation in the absence of an adult but needed some supervision occasionally because of a tendency to "goof off" in the presence of Joy.

Boisterous, joking, mischievous, Joy appears to be a favorite among the group. She is a close friend to Tif in and out of school. She is a dark brown skinned African American prone to glamorous hairdos and bright colors. She usually wears makeup and (excessive) perfume. Her loud voice is laced with

laughter and her favorite thing in life is "to make others happy". She has difficulty being serious and is generous with compliments and the food that she is so fond of. Her contribution to the group was her liveliness.

With a full crown of freshly shampooed red hair, Roz is a medium tall Caucasian female. She is somewhat reticent on the group but usually has a thoughtful, serious contribution to make. She is honest and gentle. Highly sensitive, she can misunderstand comments she hears which may result in tears. Needless to say, she does not have much self confidence and requires much reassurance from others. Well liked by others, it often appears that the group likes her better than she likes herself!

Kim, a small in stature, curvaceous, limber female is a mixture of Hispanic, Indian, African American ancestry. She is highly intelligent. Plagued with family and interpersonal problems, (largely with her boyfriend who is not a CAPA student but one who has a great influence in her life), she appears moody from time to time and seems to have resulting physical problems. She can make insightful comments in sharing and has a working relationship with most in the group, yet she has not trouble telling off another when they annoy her. She has little tolerance for the silliness of that in Ben or Ned. Within her tiny body there seems to be much pain and preoccupation with her life experiences.

Mia is short, dark, brown skinned African American female. Her religion is Muslim which is reflected in her life style. Her jewelry and clothing show third world influences. She wears a small gold ring in her nose. Giving to a quiet appearance, she has a very pleasant way about her and an infectious smile. She usually prefers to listen and ruminate on topics before speaking. Keeping her opinions to herself, she seems easy-going and therefore seems well liked among the others.

Lyn, an articulate, clear, lady-like African American female, she appears to be one of the most mature in the group. She is serious about her studies and is a reliable, reflective contributor to the group. Although her behavior is pleasing to teachers, at times the students seemed to resent her responsibility and maturity. She has a medium brown complexion with slightly slanted

eyes, Her personality is pleasant and agreeable although she has an on-going light-hearted dispute with Ben which seems centered on their extremes in maturity. He, in turn, goes out of his way to "needle" her, (possibly because of an attraction to her?).

Dee, golden hair, light brown eyes, honey colored African American female, is well-read. One of her favorite pastimes is reading and reciting Shakespearean sonnets. Although she appears pleasant to most in the group, she can irritate others with her over-confident attitude. With a tendency to weave creative tales about herself and her adventures, the group would often turn a dubious ear to her. She does not appear close to anyone in the group and it does not seem to bother her, as she chatters and giggles away oblivious to the feelings of the others toward her.

RESULTS AND CONCLUSIONS

Summary of Project Activities

The following is a summary of project activities in the approximate order of their occurrence. Some references may be made to the student, Stu, who transferred from CAPA to another school early in the project. His findings are not included because they are inconclusive. More information can be found in the observation notes from the perspective of the researcher (usually referred to as "B.K.") and in the individual analysis of each student later in this report.

1. The first words the students used to describe their reactions to this project from another teacher:

Curious	Dumb	Happy	A Play	Puzzled	Shocked	Upset
Tif	Pam	Joy	Sue	Ann	Ben	Dee
		Lyn		Kim	Zak	
		Mia		Ned	B.K.	
				Roz		
				Vic		

Note: I was very annoyed at my colleague in the Drama Department for (mis)informing my students about this research project. Besides giving misleading information, I believed it was my place to give them the information.

2. Student's reaction upon hearing about the project from B.K.:

Confused	Excited	Fearful	Good	Proud
Roz	Joy	Sue	Ann	Pam
	Kim		Ben	Tif
	Lyn		Dee	Vic
	Mia			Zak
	Ned			B.K.

Note: I was relieved that the students received correct information from me but was annoyed that I had to correct the misinformation. I was anxious to begin.

3. The students were asked to evaluate each other in their journals. On the left is the name of the student being evaluated; the right, the evaluator in columns:

Name	Liked Very Much	Liked Somewhat	So-so	Didn't like Much	Disliked
Ann	Dee, Joy, Kim, Vic, Zak	Mia, Ned, Pam, Roz, Tif	Ben, Lyn, Sue	B.K.	
Ben	Dee, Joy, Kim,, Lyn, Mia, Pam, Roz, Sue, Tif, Vic, Zak	Ann,Ned B.K.			
Dee	Ben, Joy, Kim, Mia, Zak	Ann, Roz, Sue, Tif, B.K.	Ned	Lyn, Pam, Vic	
Joy	Ben, Dee, Lyn, Mia, Pam, Roz, Tif, Vic, Zak, B.K.	Ned, Sue	Ann	Kim	
Kim	Ann, Joy, Mia, Roz	Ben, Lyn, Ned, Pam, Sue, Tif, Zak, B.K.		Dee, Vic	
Lyn	Ben, Joy, Sue, Tif, B.K.	Dee, Mia, Pam, Roz	Kim, Ned, Vic, Zak		Ann
Mia	Ann, Ben, Dee, Joy, Kim,, Sue	Lyn, Pam, Tif, B.K.	Ned, Roz, Vic, Zak		
Ned	Roz	Ann, Ben, Dee, Joy, Kim, Mia Pam, Sue, Zak	Tif, Vic, B.K.	Lyn	

Name	Liked Very Much	Liked Somewhat	So-so	Didn't like Much	Disliked
Pam	Ann, Ben Joy, Kim Lyn, Mia, Tif, Vic, Zak, B.K.	Dee, Ned, Roz	Sue		
Roz	Ben, Dee, Joy, Lyn, Sue, Vic, Zak, B.K.	Mia, Ned	Ann Tif	Kim, Pam,	
Sue	Joy, Lyn	Ann, Ben, Mia, Ned, Pam, Roz, Zak, B.K.	Dee, Vic	Kim, Tif	
Tif	Ben, Dee, Joy, Kim, Lyn, Mia, Ned, Roz, Zak, B.K.	Ann, Pam, Sue		Vic	
Vic	Ann, Ben, Joy, Kim, Roz, Zak	Ned, Pam, Sue		Dee, Mia, Tif, B.K.	
Zak	Joy, Mia, Pam, Roz	Ann, Ben, Lyn, Ned, Sue, Vic, B.K.	Dee	Kim, Tif	
Ms. K (B.K.)	Ben, Dee, Joy, Kim, Lyn, Mia, Tif, Zak	Need, Pam, Roz, Sue, Vic		Ann	

Observation: Students and I enjoyed evaluating each other, especially the secrecy of it and the freedom to write whatever they wished. I wondered if they would keep their feelings secret. I found myself wanting things to go well. I also observed that the black and white students separated themselves in seating. I wondered if this would be an issue.

4. Note: Having used games many times and in keeping with one of the objectives from The Gane Guide from The Irondale Ensemble Project "to develop social skills, group cooperation and responsibility," the game, "How do you like your neighbor?" was introduced. The game consists of one person in the center of a circle who closes her/his eyes and points to others who are sitting in the circle and says, "How do you like your neighbor?", referring to the person on their right. The person pointed to must say, "I like my neighbor fine", at which time all persons remain seated. The person can choose to say, "I don't like my neighbor." then everyone has to move to another chair, including the one in the middle. Since there is one less chair than people, someone is left standing and that person becomes "it" and the game continues.

The evaluation of the game by the students is as follows:

Liked it very much: Ben, Dee, Joy, Mia, Ned, Pam, Roz, Tif, Zak
Made me question if answers are true: Kim, Lyn, B.K.
Partly honest; partly dishonest: Ann, Vic
The game was true to life: Sue

Observation: At first game seemed to be played just for fun. Then before the students would give either response, they would look at the person on the right, think, then respond. Others followed, which required some to say, "just kidding". Some reacted to this in different words.

5. From "HDDYLYN" game, they wrote what they learned about themselves:

Love to win, at any cost: Ben, Kim, Roz, Sue, Vic
No opinion: Ann, Zak
Played for fun: Ned
That I can be a serious person: Tif
That I can communicate with anyone: Joy, Lyn
That I don't fight to win: Dee, Pam
That I have two sides: Mia

6. Discussions of things in the news consisted of discussions on: abortion, abuse of children and women, accidents, Aids, crime, drugs, entertainment, health, homeless politics, social security, war.

Class reactions can be summarized below:

Don't care about others unless it affects me: Pam
Misfortune can happen to anyone: Ann, Ben, Dee, Joy, Kim, Lyn, Sue
Too depressing: Mia, Tif, Vic, Zak

To the question, "Can we do anything about the news?", the students gave the following questions:

No: Mia, Sue
Yes: Ann, Ben, Dee, Joy, Kim, Lyn, Ned, Pam, Roz, Tif, Vic

Observation: Even though students were encouraged to speak honestly, I was annoyed that Pam said she did not care about others. I must have thought she should have.

A Values Clarification Strategy (no. 4)--Rank Order was administered to the students, the purpose of which was to introduce them to the idea of choices in their lives. The results of their responses were informative for the researcher to enrich observations and to engender discussion. Specific responses can be found in their individual journals.

7. Several subjects from the news were selected by the students from which to perform improvisations. They were divided into two groups of three and two groups of four.

Reactions to improvs performed about the news:

- I found the subject depressing because anyone can get AIDS - Ned.
- I wish I had been in another group because:
  - there were only two of us present - Dee, Lyn
  - others weren't serious - Joy
  - ours was hard to do without more preparation - Pam
  - I can't relate to war and poverty - Tif
- I didn't mind doing it because:
  - they were interesting and funny - Ann
  - we had a group of serious people - Ben
  - the following discussion that followed was a learning
  - experience - Mia
  - I had fun with Ned in my group - Roz

- it was an opportunity to perform - Sue
- I got to express my real feelings - Vic
- health is an important issue - Zak

- In our improv we were trying to show:
  - the dangers of drugs - Ann, Joy, Pam
  - effects of poverty and war on a family - Ben, Kim, Mia, Pam
  - how life is, in general - Lyn
  - how families have to work together in hard times - Tif
  - the sadness of Aids - Ned
  - varying opinions of people about the homeless - Sue, Vic

- We did accomplish this because:
  - we carefully planned it - Kim
  - the three characters worked together - Tif
  - we got our feelings out - Vic
- We did not accomplish this because:
  - we did not focus on the subject - Ben, Pam
  - no one was concentrating - Joy, Sue
  - we did not give the other time to talk - Mia
  - we could not find a good way to show the harms of drugs

Observation: Most of the students approached the improvs with a great deal of serious thought and made an honest attempt to convey the seriousness of the topics even though they all did not accomplish this in their performances.

8. Note: The following discussion was incorporated into the original plan because the opportunity presented itself, with Stu, a black male former member of the group. Many students had written in their journals that they did not like him, although they tolerated him. On a given day, Stu shared that he would be transferring to an all boy's school, at his father's insistence, because the father believed, it would make Stu more "macho". He admitted that he was homosexual, (which did not come as a surprise to any of us), and that he believed the members of the group did not like him because of that fact. The group then proceeded to tell him how they felt about him, which was centered more around his overbearing need for attention than his being

gay. He was surprised and appreciative for this revelation and thanked them. Then many expressed fear for his safety at the boy's school because of its poor reputation. Ann, Pam, Sue, B.K. told him how much they would miss him. He left the next day. This day was a moving and memorable experience for the students and for B.K. who often spoke fondly of him throughout the project.

In their journals they wrote their reactions to homosexuality:

I am totally against it - Ned, Vic
I am somewhat against it, but they have the right - Lyn
No response, neutral - Dee, Joy, Sue
I am somewhat accepting of it - Mia, Roz, Tif, Zak
I am totally accepting of it - Ann, Ben, Kim, Pam, B.K.

9. Note: Pam, who had previously said that she did not care about others unless if effected her directly, had become so moved by class discussions on issues such as homelessness that she proudly shared that she had given some change to a woman beggar who gave her a sad story. Many congratulated her, hugged her and were happy for her. When Ann recognized the description of the woman and her story she told Pam the woman was a con artist. Pam felt so "dumb" that she cried.

Class response was as follows:

I was very happy/proud for her because that's the right thing to do - Ben, Dee, Joy, Kim, Lyn, Mia, Ned, Tif, Zak, B.K.
I was surprised - Sue, Roz
I thought she was foolish/stupid - Ann, Vic

10. Evaluation of the special project as of 10-10-89:

Enjoy all the time: Ben, Dee, Joy, Kim, Tif, Vic, Zak, B.K.
Enjoy most of the time: Ann, Lyn, Mia, Ned, Pam, Roz
Enjoy some of the time: Sue

Note: I was glad to see that students were enjoying the project as I was.

11. The students evaluated the person in the group that they felt closest to.

Person:	Those who felt close:
Ann	Mia, Vic
Ben	-
Dee	-
Joy	Lyn
Kim	-
Lyn	Sue
Mia	Kim
Ned	-
Pam	-
Roz	Zak
Sue	-
(Stu)	Tif
Tif	Ben, Joy
Vic	Ann, Pam
Zak	Ned, Roz
Mom	Dee

12. The person I feel least close to:

Person:	Those who felt less close:	(Students not listed were not mentioned)
Ann	Lyn, Roz, Tif	
Dee	Pam	
Roz	Ben	
(Stu)	Vic	
Tif	Ann, Sue, Zak	
Vic	Ned	
Zak	Kim, Mia	
Too many people-	Dee	

13. What I've learned about others in this project:

Ann - everyone is unique
Ben, Kim, Sue, - many people are not what they portray
Joy - that people can communicate with each other
Lyn - to respect differences in people
Mia, Pam - I have much in common with others
Ned - I can learn and have fun at the same time
Roz - that people do not always agree
Tif - that I can get along with different people
Vic - that I can get along with different people
Zak - people have different opinions

Note: The students are beginning to feel more comfortable with each other.

14. What I've learned about myself:

Ann - not much
Ben - learning to know the others better; I am judgmental
Dee - It's O.K. to make mistakes
Joy - I'm more talkative here than other places
Kim - I jump to conclusions before I think
Lyn - more about each person every day
Mia - that I am the same as always
Ned - I can learn and still have fun
Pam - that I can help people but they are basically con artists
Roz - I usually put myself down but I'm not so bad after all
Sue - don't be ashamed of my feelings, and to express them
Tif - I'm demanding and selfish; must be right
Vic - that I can get along with people when I thought I couldn't
Zak - that I'm kind of insecure; must impress

15. When I shared one on one with a partner, I felt:

Ann - o.k. about talking about my boy friend
Ben - glad that I could confide in him
Dee - that I didn't take everything at face value
Joy - comfortable with her
Kim - open in sharing
Lyn - comfortable sharing with each other
Mia - that I could trust her
Ned - trust of him
Pam - free to divulge a secret
Roz - Roz trust and comfort with her
Sue - O.K. and alright
Vic - confident
Zak - that I could relate to my partner

16. Note: The class did a "trust" (or "blind") walk which is an activity in which students are instructed to select a partner they believe they can trust. Then one person of the partners is blindfolded and the "sighted" one is to guide the "blind" one to experience different stimuli through the senses: (they have different items to hear, smell, feel and taste). When partners are reversed, the items are switched around, deleted or added.

When we did our trust walk in class, I had the following reaction:

Ann - I was fearful
Ben - I was scared and alone
Dee - I had mixed emotions
Joy - I felt unsure but it was a nice experience
Kim - insecure then comfortable

Lyn - a fun and learning experience for me
Mia - I felt I was really blind
Ned - I was afraid people would touch me on my private parts
Pam - I didn't trust all of the experience, but when I was in charge, I was authority
Roz - it was interesting
Sue - it felt good to experience being blind
Tif - I realize how vulnerable I am; so dependent upon my senses
Vic - confidence in my partner
Zak - I'd hate to be deaf or blind

Observation: I felt the students could have gotten more from this exercise if Ned had not suggested to Zak and Vic that Stu might use their being blindfolded to touch the males. This sauced some confusion initially before settling in.

Our Town

1. Reaction to first act of Our Town by Thorton Wilder:
   Ann - I could relate to the boy and girl
   Ben - it was like occurrences today
   Dee - I could not relate at all
   Joy - it is very much like my family life
   Kim - (not present for reading)
   Lyn - it tells how an actual family lives
   Mia - similar to my family life
   Ned - it was rather ordinary
   Roz - it was something like my life
   Sue - those attitudes are similar to my parents
   Tif - very much like my own life
   Vic - I would not have liked living back then
   Zak - it was a funny story

Observation: At the beginning of the reading some of the students questioned the relevance of this act to their lives. They were told to deep read before determining the play's relevance or lack of it.

Note: The students took turns reading different characters in Acts II and III of "Our Town" until completed as for the previous act. at the end of the reading, B.K. instructed them to sit quietly and think about what they had read before writing in their journals. This seemed to be a moving experience for some (especially Mia, Roz, Tif who had tears in their eyes at the

conclusion of the play). They wanted to be quiet to think about the play's meaning.

Their responses to Act II and III follow:

The major idea that I received from these acts is:

Ann - every minute of your life is important
Ben - humans should not take life for granted
Dee - people don't appreciate every moment
Joy - that people take life for granted
Kim - George was a stereotype of other boys who don't know how to express their feelings
Lyn - that people have different ways of loving and caring for each other
Mia - that people should learn to face reality
Ned - that people should take more time to appreciate life more
Pam - everyone takes things for granted, esp. me
Roz - people spend too much time worrying about trivial things; not important ones, like each other
Sue - to appreciate life more
Tif - to take life one day at a time
Vic - life is love and death, that's all
Zak - it's scary getting old

2. Students were surprisingly moved by this play because it had such an "ordinary" beginning. Besides the usual comment, "it makes me think", there was the general feeling that it was sad and depressing. B.K. asked if there was a lesson to be learned from the play The responses follow:

"The effect that the play had on me..."

"The play's relationship to humanistic values..."

Ann - it depressed me
Ben - it made me look at life from afar; shaking people to wake up
Dee - confusing my thoughts on The Golden Rule; showing that people don't care anymore
Joy - did not have an effect in any way; showing me that people should take life more seriously
Kim - making me wonder if my male friends act weird around me; making me wonder what happens in the afterlife
Lyn - showing that love and caring can make a difference; how people should be thankful for the things they have
Mia - having me see things more realistically; making people face facts
Ned - Realizing that I need to take more time to appreciate life; showing everyday human life
Pam - the way I see the world; I open up to more people

Roz - making me think of what's important in life - showing that we can choose not caring about anything or we can try to do something about the world around us
Sue - giving me something to think about; showing people to value life more
Tif - giving me more appreciation for myself and family; problems then are like the '90's
Vic - making me appreciate nature and life more
Zak - depressing me; making me cherish life more

No Exit

The students read "No Exit" by Jean Paul Sartre. After the first act, the students commented that they thought this play was vastly different from "Our Town: and they were curious to see where this play would "go". Upon its completion, they, once again, were asked to sit quietly, think before writing. Comparisons were made in terms of the play's relevance to themselves.

1. "In reading 'No Exit', I feel the following applies to me.."

   - that people make their own hell - Ann, Dee, Joy, Kim, Ned, Pam, Roz, Tif, Zak
   - that everyone must pay for sins - Ben, Dee, Joy, Kim, Lyn, Mia, Pam, Tif
   - that certain people must pay - Vic

2. The play's relevance to me is:

   - little because I don't believe in hell - Ann, Zak
   - I feel that when I die I will go to hell for the awful things I've done - Vic
   - a lot because it opened my eyes - Ben, Lyn
   - a lot because it could happen to me - Ned
   - some because I wonder where I'll be after I die - Dee, Roz, Tif

3. Comparison of "No Exit" to "Our Town":

   Ann - they both have to do with dying and your mind and soul going somewhere
   Ben - they both have meanings of life and death
   Dee - have to do with taking life for granted
   Joy, Vic - none because in).T. everyone is so pure; N.E. everyone's in hell
   Kim - N.E. is like a continuation of O.T.
   Mia, Ned - little, slight
   Pam - both showed when you're dead, you're dead

Roz - both of them refer to how you treat other people and how you choose to live life
Tif - they both make you think about life
Zak - People don't realize how precious life really is until faced with death

Lifeboat

An activity called "Lifeboat was introduced. Students were given a hypothetical situation involving the following characters: the captain of the boat; his wife; the captain's best friend, also the wife's lover; the 16yr. old homosexual son of the captain and his wife; their 3yr. old daughter.

The characters were the only survivors of a ship wreck. When the lifeboat developed problems, only one person could be saved. The class was to determine who should be saved and justify their position. They then did improvs after volunteers for the characters were determined. They wrote the following:

1. "In 'Lifeboat' I learned:
   Ann - I held out for the homosexual brother when others did not
   Ben - that I was concerned about others; that others used a variety of ways in decisions of life and death
   Dee - that though my character didn't like people, I would give my life for them
   Joy - this was the first time I considered reasons why others should have a better reason to live than me
   Kim - no definitive answer
   Lyn - that everyone's life has value
   Ned - that I care about others; they do not
   Pam - that my 3yr. old character was willing to die for my gay brother
   Roz - no definitive answer
   Tif - that I was undecided; noticed selfishness in others
   Vic - that I and others can share
   Zak - that no one should decide who lives or dies

2. The relationship of N.E., O.T. and lifeboat to humanistic values:

   Ann - all showed greed and consequence, sin
   Ben - all showed "what goes around, comes around"
   Dee - all show how little people really care about each other
   Joy - all relate to everyday life; sin and paying for sin
   Kim - all show us how we would react to our fellow wo/man
   Lyn - all showed how people appreciate life
   Mia - no definitive opinion
   Ned - all showed that there are different degrees to which people show care

Pam - all help us realize how we treat each other
Roz - all make us think how we should treat each other
Tif - all show people can change for life
Vic - all is related to everything
Zak - all showed the selfishness of others in a life and death situation

Cacophony

This play was written by the researcher in 1988 based on her concerns about the ills of a society that, even in the present day, is filled with stereotyping. One group looks negatively upon the other, and that one to another and so on. The play contains nine characters who come to America and believe that they are free but are bound by their prejudgments, or prejudices. It is a one-act play that has comical moments, but is by no means a comedy. It is always approached with an explanation that "all associated with this play should understand the spirit in which the play was written" (B.K.)

The play was performed in 1989 by another group of students and taken to a secondary Drama festival in New Hope, Pa., Bucks County were it received critical acclaim and awards, (including one for writing uniqueness, best director, etc.). The special project students were studying it this year for its affects in terms of humanistic values, as well as to prepare it for performance at another Drama festival, spring 1990. (They did perform and receive awards similar to last year).

After much discussion of "Cacophony", each student compared the themes in "Our Town", "No Exit", "Cacophony" and related them to their own personal premise. The individual journals give their comparisons and their personal premises are discussed in the Kohlberg section.

Later, a questionnaire on "Cacophony", alone, was developed and included in each student's journal along with an audio tape of individual interviews regarding the affects of the play on each student. They are included in this research. In summary, it was learned that the play had a positive affect upon each student in terms of awareness of humanistic values, with the possible exception of Pam, who although she participated in the performance of the

play (and won an award for performance at the festival), seemed to have some personal problems with the concept of the play. Every student had some role in the play, either as performer, helper or evaluator. More details are found in the discussion on Pam in the Kohlberg section.

Free Journal Writing

Students were allowed to write whatever was on their minds. A summary of topics is below:

Ann - agrees with Pam that class seems more separated since "Cacophony". (She later changed her mind)
Ben - Happy that he's found the "right girl"
Dee - enjoying a good book
Joy - wishing everyone happy Valentine's Day
Kim - questioning God; how hard it is to be young
Lyn - expressing good feelings about the things around her
Mia - death should be a wonderful thing; how everyone should be grateful; happy to be a Muslim; understanding parent's restrictions
Ned - keeping busy by work; staying out of trouble
Pam - feeling that "cacophony" fosters divisiveness in the group (which precipitated the questionnaire and the audio tape for each student)
Sue - realizing how precious life is
Tif - recollecting an intimate talk with her mother
Zak - being happy that his modeling career is taking off

A Look at Parenting

The students made many references to their parents from time to time. On this day, they discussed and wrote "Things I'd never do as a parent" and "Things I'll be sure and do". Summary is: there was consensus that parenting was difficult.

B.K. shared that she found herself as an adult saying some of the same things that she had vowed never to do when she heard them as a child - that repeating parents messages seem to be deeply ingrained within the individual Their thought was that the things on their list were hard and fast and that they would not deviate from them as adults considering other possible variables (changes of mind, spouse input, societal/cultural changes, etc.) seemed out of the question. It appeared that the lack of experience permitted them to have such a naive

viewpoint. (Note: I found the need, to once again, remind myself that they had only been on this earth for about 16 years!)

Evaluating each other near the completion of "Cacophony"

With the passage of time it was noted that most of the students became very comfortable with each other. (There were times that I felt that they became too comfortable with me, mistaking my accepting attitude to be an invitation to take liberties, especially in those inclined to do so anyhow). Latenesses to class and absences began to occur, especially in the spring time. Speaking with them about the importance of keeping good relations going and completion of the project became more of an uphill climb near the end of this project. Honesty became less important than, occasionally, cutting class. It was during this period that I found myself writing cut slips, checking up on their "stories" more than before. This was not a comfortable position for me, to become suspicious and controlling. I discussed it with them and there was some, temporary, change. I encouraged honesty, again, and hoped that they would engage it. (Ann was caught lying about cutting class, and after a talk, "cleaned up her act". Pam tried to influence her many times but honesty won out with Ann). In Pam's case, after she saw that she was winning no support in the divisiveness issue with "Cacophony", and she was faced with the possibility that SHE may have been the only one with a problem with the play's concept, she began to be late or have unexcused absences from rehearsals. I had to take action with her and replace her in the play. (She miraculously cooperated after that). Zak's absences increased the last semester and Kim's family problems seemed to increase. Dee became a special challenge. (More information is available in discussions of these individuals). (There were times that I was reminded of the adage, "familiarity breeds contempt").

Evaluations of each other:

Name	Liked Very Much	Liked Somewhat	So-so	Didn't like Much	Disliked
Ann	Ben, Kim Joy, Mia, Tif, Vic Zak,. B.K.	Dee, Lyn Ned, Pam Roz, Sue			

Name	Liked Very Much	Liked Somewhat	So-so	Didn't like Much	Disliked
Ben	Ann, Joy, Kim,, Lyn, Mia, Pam, Roz, Tiff, Vic	Dee,Ned, Sue, Zak	B.K.		
Dee	Mia	Tif, Sue	Roz	Joy, Kim, Lyn, B.K.	Ann, Ben, Ned, Pam Vic, Zak
Joy	Ann, Ben, Lyn, Mia, Tif, Vic, Zak, B.K.	Dee, Kim, Ned, Roz, Sue	Pam		
Kim	Ann, Lyn, Mia, Roz, Tif, Vic	Ben, Joy Ned, Pam Sue, Zak, B.K.		Dee	
Lyn	Ben, Kim, Mia, Tif, Vic, Zak, B.K.	Ned, Pam, Sue	Dee, Joy, Roz		Ann
Mia	Ann, Ben, Joy, Kim, Lyn, Tif, Vic, B.K.	Dee, Ned, Pam, Roz Sue	Zak		
Ned	Ann, Ben, Kim, Lyn, Mia, Pam Roz, Tif Vic, B.K.	Dee, Joy Sue	Zak		
Pam	Ann, Ben Lyn, Mia, Sue, Tif, Vic,	Kim, Ned, Pam, Zak	Joy	Roz, B.K.	
Roz	Anne, Ben, Dee, Joy Kim, Mia Tif, Vic, Zak, B.K.	Lyn, Ned Sue	Pam		

Name	Liked Very Much	Liked Somewhat	So-so	Didn't like Much	Disliked
Sue	Joy, Mia B.K.	Ben,Dee, Lyn, Pam, Roz,Zak	Kim,Ned, Tif		Ann, Vic
Tif	Ann, Ben, Joy, Kim Lyn, Mia, Ned, Roz, Vic Zak, B.K.	Dee, Pam, Sue			
Vic	Ann, Kim Mia, Pam Roz,, Tif	Ben, Joy, Lyn, Sue B.K.	Zak	Dee, Ned	
Zak	Ann, Lyn, Mia, Roz Tif	Dee, Joy Kim, Sue Vic, B.K.	Ben, Pam		
Ms. K (B.K.)	Ann, Ben Dee, Joy Kim, Lyn Mia, Ned Roz, Sue Tif, Vic Zak	Pam			

Evaluation of Humanistic Values at completion of "Cacophony"
Awareness ("B." refers to the student's evaluaitons of their awareness when the project was begun; the "A" refers to after completion)

Name	B	A
Ann	4	7
Ben, Kim	6	8
Dee, Lyn	8	9
Joy, Mia	10	10
Ned, Vic	4	8
Pam	6	4
Sue	8	8
Tif	3	8
Zak, Roz	7	9

Humanistic Concerns: Next Steps

Since the students had expressed verbally and in writing that they were more aware of humanistic values (in varying degrees), they were asked the following questions:

"How could you show your concern for Humanistic Values in the world? What is your next step?"

After discussions, the students wrote letters to various organizations showing their concerns. There is a copy of each letter in their journals. The list of organizations is:

Name	Organization
Ann	Martin Luther King Center for Nonviolence
Ben	Bryn Mawr Rehabilitation Project
Dee	Amnesty International
Joy	Planned Parenthood
Kim	Mayor of Philadelphia
Lyn	NAACP
Mia	Sister Clara Mohammed School
Ned	Aids Task Force
Pam	Women Against Rape
Roz	National Coalition for Homeless
Sue	Gilead Missionary School
Tif	Mayor of Philadelphia
Vic	National Wildlife Foundation
Zak	National Wildlife Foundation

Findings

This special project group began to take on some characteristics of its own. For many possible reasons, (my teaching style, the atmosphere in the classroom, the needs of the group, the nature of the study and perhaps something as ethereal as "the CAPA Spirit"), the group acquired the properties of Group Dynamics, (described by Knowles, as. "the complex forces which act upon every group throughout its existence which cause it to behave the way it does" 29 p.14). Some properties of Group Dynamics are:

1. Background - "Every group has an historical background or lack of it", (p.42). The CAPA students were all 11th graders who had been in each other's class or seen each other last year. All had been with each other except for Ann, Dee and Lyn who came in 10th grade. None had participated in such a project before. They were heterogeneously mixed to yield richer results.

2. Participation Pattern and Communication - The students would enter, greet each other and B.K. with some tactile gesture. They would usually form a circle and begin to quietly share even without B.K. telling them to do so. Usually everyone shared something, (not Sue, usually) or, (rarely) pass. They'd speak on any subject suitable for public disclosure.

3. Cohesion - This is the area that showed a great deal of growth , as already indicated. They often spoke of "our group" and proudly indicated to others that they were a part of a research.

4. Atmosphere - Nearly always warm, friendly, accepting; more controlling during activities and, when needed.

5. Standards - In Keeping with class codes:
   No hats to be worn indoors
   No gum, food, beverages (unless for a planned occasion)
   Be polite to others: look, listen, no interruptions.

6. Sociometric Pattern - How they felt about the other. (patterns changed significantly.)

Values Clarification

It has been my experience in teaching Drama that I have found students attracted to the "Glitziness" shown in the media: the fame, the glamour and the riches that a few acquire through talent, training and much luck. Available to students is a storehouse of factual knowledge, but what so many

seem to lack is decision making skills. This is where Values Clarification has been helpful through the years.

Values Clarification has the advantage of creating situations to which most students can relate; it is enjoyable to them, it gives them a feeling of control over their own lives through choices. When students in this project spoke of a concern and the choice that s/he had made, there would be a discussion of how that choice seemed to the person, other ways would be given to solve problems. They could verbally weigh the consequences before trying it. Students seemed to welcome feedback from their peers and B.K.. In cases when the choices could be exercised in real life, the student could return and discuss the choice for more feedback.

Valuing according to Raths is compromised of seven sub-processes:

Prizing One's Beliefs and Behaviors

1. Prizing and cherishing
2. Publicly affirming, when appropriate

Choosing One's Beliefs and Behaviors

3. Choosing from alternatives
4. Choosing after consideration of consequences

Acting on One's Beliefs

5. Acting with a Pattern
6. Acting with consistency and repetition (40)

Kohlberg(31) and his associates also conducted research on the development of moral judgment which led to the identification of six stages of moral reasoning. "Moral is not a tag attached to actions that we approve of. Morality is an overall mental structure, a means for deciding what one should or should not do in situations involving moral values".

Kohlberg's supporters say that Values Clarification is a first approach to the Socratic method but shrinks from hard dialogue and questioning of "whys" because it has rested on the assumption that values are related to the individual - that each person has his or her own moral "bag". Development moral education offers the hypothesis that there are stages of moral values which might be taught through moral conflict and dialogue. It is an

alternative between Values Clarification and indoctrination. Much had been written to support AND criticize Kohlberg's approach. However, it is an approach that was used in this research to compare findings. It was developed by Kohlberg from the works of John Dewey and Jean Piaget.

Among the general educational goals which can be reached by using this program are:

- Improving learning skills
- Improving self esteem
- Improving attitudes toward school
- Improving knowledge of key concepts
- Facilitating stage change

Findings Compared to Kohlberg's Stages

In this study, other than the considerations of Group Dynamics, Values Clarification, the student's own assessments, observations, verbal and written comments, were compared to Kohlberg. (He writes that reasoning at higher levels is more desirable; critics say reasoning at different information is needed before this researcher takes a position on this.

A Look at each student might reveal different levels:

Ann - "Treat everybody the same way or people are going to treat you bad" compares with Stage 2- Personal Usefulness - that she reached her conclusion based upon what was most practical for her. Consider that the first impression of Ann by many of the students and B.K. was that she was aloof and removed. Tif writes "Ann is constantly 'out to lunch' or reading a magazine, talking or just dazing off somewhere but she is never really involved in the group." When B.K. suggested that she sit with as many new people each time, she said. "What difference does it make?". The issue was not pressed as familiarity took a natural progression. The fact that she comes from a highly academic background (both parents are Ph.D's and University professors) may be a factor in terms of her perceived aloofness.... She was briefly persuaded by Pam to say that "Cacophony" was divisive but she did not hold to that opinion. As the play progressed, she became one of the most avid supporters of the play's concept and would tell the others that they

should cooperate. In "Lifeboat" she was willing to select the homosexual to survive but, in a possible Stage 5 comparison, she writes "people who steal should be prepared to be stolen from" - She was willing to challenge the law....Probably the greatest growth in her came in her June 16, 1990 letter to The M.L. King Association:

> "I have learned a lot about myself and the world around me. The people that I met and became very close friends with were not white and they were not black...they were just loyal, caring, wonderful human beings....."

Although Kohlberg may not agree, this appears to be higher level reasoning - Stage 6. (He says few reach this stage except himself and a few others). Ann appears to have grown in moral reasoning from the start to the end of the project. She gives herself and awareness quotient of 4.

Ben seemed to blend in with the others. In "Lifeboat he says he was as concerned about others as himself....."Live life to the fullest; by helping others you make yourself happy" compares with satisfaction of own needs - Stage 2, yet observations seem to indicate higher level reasoning. He often complied to the will of the group and referred to himself as "a nice guy" - Stage 3. ....He did have a tremendous need to be playful, (probably more annoying to B.K. than the others). It is not clear that this statement, "you should treat others as you wish to be treated" is Stage 2 or a higher one. His self assessment is 6/8. It is the belief that some increased awareness did occur in Ben.

In many cases Dee seemed to SAY things that appeared to be Stages 3 or 4 -(approval seeking, doing one's duty):

> "People are people / everyone has good in them / people should care more - there's hope / We need more care, respect, love for each other / Always have faith in God"

However, the above appears to be coming from wishful thinking, the way Dee would LIKE things to be, or the way she wants people to think she wants things to be.....Statements like, "the way you live is the way you die / if you live by sword."...and "hell comes when you die" - SOUNDS like a belief in punishment obedience - Stage 1. Then she says, "what a person does on earth is not his fault", sounds like a disclaimer or a shirking of responsibility. This statement is consistent with her behavior of irresponsibility which would

come with an ELABORATE excuse which, she thought was acceptable. It Wasn't.....Cases in point are her many absences and cuttings from all classes, which brought down her grades. (After several near catches in lies to leave school early during a crucial time in the rehearsal of "Cacophony", she feigned a fall which got her the attention she so seemed to crave. By the time she had "recovered", she returned to find that she had been replaced. She said she could not understand why I did not accept her "excuse".)....In her journal she writes, "I love attention but when it wears off, it's not interesting", is indeed, revealing.....She mentions a lack of trust of her peers but does not see her role in trust. She only trusts her mother to be her best friend because the others "do not fit my qualifications". She states that she lives by the Golden Rule, but others do not. In the same paragraph she states that she is confused. That seems to be the case. Voted the least popular in the class, she rates herself 8/9. During the last week B./K. had a long talk with her about the talent that she did have. Perhaps any understanding may pave the way for a better year with her next year. She, indeed, challenged my own values which places honesty at a premium. My deep concern for her was a cross between sadness and a sense of failure. It is believed this project made little, to no difference in her moral reasoning, at least it was not apparent in her behavior.

Joy, a popular member of the group, seems to speak of herself and others in positive terms. "I push myself to look over people's bad qualities....I have patience with others.... I can communicate with others...I can criticize and take it, too". Although she writes, "you make your bed, you lie in it" (paying for sins based on Christian beliefs) observations of her are that she lived by The Golden Rule at the beginning and end of the project - Stage 6. She rates her awareness 10/10.

Kim seemed to have a hard time during the project due to personal problems in getting along with her family (and boyfriend?). Because of this, she would often be moody. Her journal says: "I hurt inside when I see people suffering.....When I think about the afterlife I get queasy....I am confused about abortion", shows a young lady plagued by growing up (some in the group felt she was 'too grown' - too worldly). "Adults and young should try to

understand each other" was her preoccupation. Her reasoning seems to have to do with Personal Usefulness - Stage 2. She rates her awareness 6/8.

Lyn was controlled and lady like at all times. (The students thought she was too conforming. They'd call her "the old lady"). Maintaining the social order seemed important to her. "Everyone should give from the hear....Be there when a person needs you...There is always someone suffering more than you...Thank God for all you have" are the words of advice that she gives. The verbal and written advice seemed to correspond with Kohlberg's Conventional Level of Law and Order - Stage 4. She seemed to have respect for doing "the right thing'. She gives herself 8/9.

Mia rates herself 10/10 in awareness at the beginning and end of the project. She seemed to be able to get along well with every member of the group. Her low key, non-judgmental attitude made her an easy partner or listener. She writes, "I seem to have a way of relating to everyone and understanding how that person feels". Because of her high regard for her religion, Muslimism, she seemed to express a sense of duty toward maintaining a social order for its own sake - Stage 4. "We have to respect and educate people....Believe in some religion.... Be thankful to God for all you have". It is believed that her strong religious stance fostered in her, a respect for Law and Order and that at the end of the project she was more enlightened. She expressed thanks for the experience in her journal. "This project has made me feel blessed for what I do. This is a wonderful learning experience.". Her self awareness rating is 10/10.

Ned seemed the most physical of the group. He seemed to wish to live up to "The South Philly" tough guy, street wise macho image. He could be seen flexing muscles, keeping rhythm on a desk, hugging a girl. He spoke in physical terms such as: "I will kick his butt" or "when I'm in a bad mood, I could smash somebody". Punishment and obedience appeared to be what he understood - Stage 1. The group discovered there was a "kinder, gentler" person behind the facade. He could show that he cared but his reasons seemed to have to do with Personal Usefulness - Stage 2. "Be kind and help others so they might help you when you need them". His awareness rating is 4/8.

Pam, the character in the group, received much attention and admiration fro her courage to be different in dress and speech. She was primarily concerned with her own needs which she admitted at the beginning of the project....The lesson she learned the one day she gave to the woman beggar confirmed her belief that "homeless are con artists", something she believed before. That day she joyfully announced that she had given thirty five cents to a woman who seemed to be in need and Ann told Pam that she had seen the woman and that she told the same sad story to everyone. Ann cried because she felt betrayed. She wrote, "I thought they'd be proud of me but instead I feel used. I don't like to give money to 'those people' cause I'm not empathetic to their situation. I learned, once again, never trust anyone". The motivation for the entire incident was self serving - (group approval, not free will).....Her f with an outside drama group who did an AIDS play and her going with a pro-choice group to Washington, D.C. could compare with Kohlberg's Stage 5-challenging the law when it seems to violate human principles. However, based upon observations of Pam, it is believed that her involvement had to do more with her sense of adventure, attention and the excitement of being with a dissenting group. ...After the results of audio and written surveys of the class to check Pam's contention that "Cacophony" was causing divisiveness along racial lines by pointing out differences did not support her point of view, she realized that she was the (only expressed) one having a problem of equal rights for all. Believing that she had the right to express view, although divergent from the others, B.K. allowed her to explore the origin of these beliefs which seemed rooted in statements that her mother and grandmother had fed her. After this, she began to rebel by coming to rehearsals late or not appearing at all. Her behavior changed when she was nearly replaced in the play. (She played the part of the stereotype Caucasian hillbilly - her choice, because she could "relate to the character's views"). She returned, cooperated and won a trophy for her acting at a high school drama festival. Then, and only then, did she say to B.K., "I'm glad I stayed in the play 'cause I won something". In her journal she stated that she is mostly concerned with herself. Her behavior showed the same, at Stage 2 - The Preconventional Level.....Her rating of her own awareness at the beginning of the project was 6 and 4 at the end. (Again, the only student who noted a regression in awareness).

In terms of Roz's development, after she learned to deal with her shyness and feelings of insecurity, she seemed to begin the project at a higher level - Stage 6. She often spoke and wrote in terms of The Golden Rule, how everyone has the right to be treated fairly. She seemed to have a respect for all humans which was expressed, :people can choose to live their lives in the dark or do something about the world around us....People should treat others the way they want to be treated or else they will just hurt each other" (Roz's J.)....She was often appalled at, her former schoolmate, Pam's expressions of self centeredness. Roz commented that "I was surprised that Pam gave to a beggar. It isn't like her".....Her friends in and out of school crossed color and religious lines. She appeared to live what she believed because she believed it to be right, not because it gained attention....The world event that she selected which had had the most affect upon her was apartheid "because it bothers me that America is allowing this to happen". Roz seemed to remain at a high level of moral reasoning (even though this special project may have even enriched her more). Her awareness rating of herself on a scale of 1-10 was 7/9.

Guided by her religious views, (Jehovah's Witness), Sue was more an observer than a vocal participant. She stated that she'd "like for things to stay the way they are. I enjoy maintaining my inner shell" ....Further, "People are phonies. They put on a big act. I don't have to be phony". She often alluded to a wisdom that only she possessed. She wrote, "there is an abundance of insight that exists and I feel that a majority of certain people are too blind to realize it: ..... She questions why people do not take life more seriously; for it is precious.....Prophecies, she feels, are being fulfilled by some of the occurrences on earth, such as the exodus in Germany. Also, "please God to the fullest. Appreciate the life that God has given" compares to Stage 4 - showing respect for (religious) authority....Despite her chosen pattern of participation in the project, she was the most vocal student to B.K. about the project ending. "now that we've gotten to know each other and become so close, now we have to split up." Her rating of herself is 8/8.

Tif was one of the most vocal members of the group. She spoke and wrote many comments in her journal that seemed to have a common thread:...."I

should be concerned about others; it could be my relative....I feel good to give to the homeless; I don't know when I might have to ask for something....We shouldn't turn our backs on someone in need because our day might come when we least expect it....I can be a little demanding and selfish. I like to be right. I'm learning not to be so outspoken....*Lifeboat* brought out my selfishness"....Indeed, on the surface, Tif appeared to get along well with most others, but she was primarily concerned about self concerns, for the most part - Stage 2. She often commented on other's behavior, if they did not behave the way she thought they should. It was difficult for her to accept B.K.'s explanation that people had their right to behave differently from herself. She evaluates herself 3/8.

When Vic wrote "I don't associate with these people (in the group) because of my past", is the way he interacted, esp. with certain students, as he only talked to certain others. He appeared to be very cynical in comments, perhaps based on his experience. (According to him, his father had left his mother and his two sisters and him and he had been involved with drugs). His words:...."Giving to the homeless is stupid....all people are human but they're all screwed up....The homeless can be sneaky con artists" (Vic's Journal)....About himself he writes: I'd like to help people who were on drugs because I once was....I used to not care; now I do take time to appreciate little things."....These statements, his behavior, plus his personal premise, ("people have to learn ways to get along, to stop fighting, to love"), are the way Vic wishes life to be, (like many people), but his reasoning seems to have to do with maintaining the given social order from Kohlberg's Conventional Level - Stage 4. His overall evaluation of his awareness from beginning to end is 4/8.

Zak's comments followed the, rather, unanimous statements of the others about cherishing life. At times, Zak seemed to be interested only in himself:...."I really like Ann....I don't want to be old; I'm going to enjoy life to the fullest; get everything; meet new people, esp. girls....My career with acting and modeling is going fine" - Stage 2 - Preconventional Level. At other times, many of his comments seemed consistent with higher level reasoning: ..."Everyone is capable of doing good things...People can change. They don't realize how precious life is until they are faced with death...Who are we (people) to decide who lives and who dies?.....Get to know others before

judging them"- higher level reasoning, according to Kohlberg.....In terms of the above, it seems Zak reasoned at both levels - that much of his thinking was self serving, but (possibly) this project may have made a difference in him and caused him to reason at a higher level. A case in point is a role playing to show some possible options in Zak's concern about fights between the Irish and Puerto Ricans in his neighborhood. At first he repeated the neighborhood's belief that, "they're trying to take over our corner". After working this out several times in role play, he said he saw that no one "owns" a corner and he was able to talk to his group about animosity. He later reported that relations had improved, even with Italians, whom he used to fight. Near the end of the project, Zak became extremely self absorbed, repeating his pattern of high absences and lateness, not completing assignments and leaving school early to get his portfolio together. Conferences with B.K. did not change his behavior. (Perhaps it could be said that Zak never left or regressed to Stage 2). On the other scale, he rated himself 7/9/

Summary of Assessment of Students Compared to Kohlberg's Stages:

Stage 1- Ned
Stage 2- Dee, Kim, Pam, Tif, Zak
Stage 4- Ben, Lyn, Mia, Sue, Vic
Stage 6- Ann, Joy, Roz

Future Research

The results of this study reflect many difficulties. One, is a definition of values (sometimes called "moral") education or humanistic education. "There is no one curricular theory or body of practice which educators would agree constitutes what is meant by values education, "(Lockwood, 33). According to Lockwood, a group of beginning teachers were asked what they thought of when they heard "values education", and the following connotations were listed:

- commitment to human dignity
- equal opportunity
- instilling community standards
- showing students the need for values
- citizenship education

- destroying stereotypes
- invasion of privacy by schools
- building a new society
- indoctrination
- socialization
- religious education
- teaching about racism and sexism
- toleration
- instructional bias
- opinionated education
- establishing the line between right and wrong
- determining the teacher's qualifications
- norms and mores

Needless to say, the words need to be defined and agreed upon before implementation.

After defining, what approach should be used: indoctrination, (perhaps too unAmerican for a public school system), Values Clarification or developmental moral education, a la Kohlberg? Other approaches? The integration of Values Clarification and Kohlberg's stages is possible and may be a more comprehensive one but it still leaves many unanswered questions:

- What does it mean to say someone is educated in values?
- What sort of skills, attitudes, knowledge does such a person posess?
- How can teachers help students become values educated?
- How are values assessed?

Another difficulty is the task of accessing values, (et. al) on paper, as it is not as measurable a quality as, say, the acquisition of math skills. (Possibly the best "test" of values education is to observe behavior of the subjects on an ongoing basis, perhaps in a follow up longitudinal study!) Such a study would give more enriched results of a sustained effect.

Let us look at the implications for such a study in values/moral/humanistic education. Such a study lends itself to blend in with many subjects where students can learn content that requires personal development as well as intellectual assimilation. Among these subjects is Social Studies, Humanities or related subjects, to name a few. In today's times with the prevalence of drugs, drug education can be taught through these career or work education,

(education for social responsibility), law related studies that attempt to shape the political, legal with the social through experiences can also benefit from such a humanistic approach. It is invaluable in the study of other cultures, especially at a time when the world seems to be shrinking.

In the case of a school like CAPA one designed primarily for the purpose of desegregation with an emphasis upon the creative and performing arts, it could serve as a role model for other schools to follow. In such a pluralistic society, this model could address itself to factors other than race, but to sexual and cultural aspects of diversity, as well. The Office of Curriculum of The School District of Philadelphia and other districts could write curriculum guides from such a model.

If I were to be involved in such a research project in the future, I would devise more objective measures of assessing students. These would be in the form of questionnaires, surveys, and forms which would be easier to grade and be less time consuming than the essay type, (a factor that I was aware of with this study, but made the choice for more of the subjective mode with the hope that I would receive richer, more informative results). Because of the subject of this research, it seemed to lend itself to essay and qualitative measures. Further, the method utilized in this project required me to interpret the results to the best of my ability. (But, once again, are there any definitive answers when it comes to interpreting behavior?). I do not regret the methods used in this study; I just wish I had employed more objective measures, for the sake of time (considering the many prohibitive other factors in my life that seemed to prevent the successful, prompt, completion of this project!)

Finally, there is the lingering question, "did this project really make a difference in the lives of students at CAPA?" Most of them said it did. It certainly made a difference in my life - I learned so much about human behavior, including my own. I am sure as to where I stand in terms of humanistic values. My stand has been so apparent in my years of teaching and this project served to clarify that position more. I'd like to think I've made a difference, for the better, in the lives of students in my teaching AND through this project. Only time will tell...

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